



2018-2019 Principal Preparation Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

- | | |
|-------------------------------|---|
| 1. IHE/EPP scope and sequence | 2. IHE/EPP instructional coaching protocols |
| 3. IHE/EPP course syllabus | 4. IHE/EPP evaluation process and metrics |

Applicant Information

Name **Lamesa ISD** CDN or Vendor ID **058-906** ESC # **17** Campus # DUNS # **007054315**

Address **212 N Houston** City **Lamesa** ZIP **79331** Phone **(806) 872-5461**

Primary Contact **Melissa Oliva** Email **moliva@lamesa.esc17.net**

Secondary Contact **Oscar Alaniz** Email **oscaralaniz36@gmail.com**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Jim Knight/Superintendent** Signature  Date **3-2-18**

Grant Writer Name **N/A** Signature Date

☐ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-066

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Lamesa ISD needs to reduce the district's 26.1% teacher turnover rate. This percentage is 9.7% more than the State's average of 16.4%.	To reduce the high teacher turnover rate, Lamesa ISD will utilize grant funds to create an internal leadership pipeline for existing staff. By creating this pipeline, teachers will have the opportunity to be able to move up the ranks within the district; thus, providing the teachers an incentive to stay.
The overall years of experience that principals at Lamesa ISD is 3.1 years less than the State's average of 19.5. (Source for all stats: 2016-17 TAPR)	Lamesa ISD will collaborate with their local Region Center to provide a Principal Preparation Program to existing staff. To ensure the program is high-quality, the chosen EPP will have a proven track record and provide authentic campus-based leadership experiences.
Lamesa ISD (LISD) only has 13 campus administrators. Currently, these 13 individuals assist in overseeing 133 teachers, as well as, over 2,000 students.	LISD will partner with an EPP to provide participating teachers an opportunity to become principal certified (campus administrators). This opportunity can increase the low percentage of the campus administrators that are currently seen at the district.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

LISD analyzed the needs of the district by utilizing information garnered from District Report data produced by the 2016-2017 TAPR. This data was utilized to create a SMART goal. LISD broke down each category in the SMART goal in the following way: SPECIFIC: To increase the number of campus leaders by providing principal residencies. MEASURABLE: There is a high teacher turnover rate the district. The goal is to provide principal residency program opportunities to reduce this rate by 5%. ACHIEVABLE: The goal is achievable when considering LISD is only targeting 5.3 % of the total number of teachers. RELEVANT: The goal is relevant because LISD has suffered from having a high teacher turnover rate during the last three years. TIMELY: By continuously monitoring the benchmarks and goal in comparison to the timeline, LISD ensures the district will be able to reach their goal in a timely manner.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Lamesa ISD (LISD) will target four (4) teachers that have demonstrated success in the classroom. These teachers currently do not have their Master's Degree. Therefore, with the assistance of grant funds, along with their own financial input, the participants of the program will be able and receive certification and complete their Master's Degree courses. To ensure the teachers are on track to completing the required credentials, and the district is meeting the process and implementation goals defined for the grant, LISD has created three (3) separate benchmarks to track progress. will consist of the following six activities: Determining the demographic information of teachers; Ensuring there are at least four (4) teachers applying for the principal residency; Tracking the courses taken, conferences attended, and the number of partnering organizations; Taking into consideration the student demographics when selecting the teachers; Selecting at least four (4) current principals/school leaders to serve as mentors; and Conducting performance evaluation data on the teachers.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

The second benchmark has multiple activities to it as well. These activities are described below:

- Provide a principal residency program that is at least one-year in length (Assurance 1);
- Have at least 3 of the teachers complete the program within a timely manner;
- Have the teachers average a minimum test score of 240 on their principal certification test; and
- Have the partnering EPP provide the district with a description of the authentic leadership opportunities that are being provided to the participating staff.

Third-Quarter Benchmark:

The third benchmark will be utilized to measure the progress of the program. The benchmark will be split into five (5) activities, which include:

- Ensuring at least 3 of the teachers finish the Principal Preparation Program with their Master's Degree;
- Ensuring at least 3 of the teachers finish the Principal Preparation Program with their Principal Certification;
- Ensuring the participating teachers, mentor principals/school leaders, and an EPP representative will be present at TEA Principal Preparation Summer Institute.
- Maintaining post-residency placement information for all teachers; and
- Ensuring at least 3 of the teachers are satisfied with how the partnering IHE and mentor principals/school leaders assisted them during the program.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Describe how you will use project evaluation data to determine when and how to modify your program.

Throughout the term of the grant, stakeholders will meet quarterly to review project evaluation data. The stakeholders will be provided a quarterly progress report, which will be prepared by the mentor principals. The reports will help them to determine the status of the following: If benchmark one, two, and three of the grant are showing progress; If the summative SMART goals are showing progress; What the strengths and weaknesses of the program are; and Which level of grant compliance the district is in. Based on this data, the stakeholders will be able to determine when and how to modify the program, if deemed necessary.

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

As seen above, the evaluation processes should be able to determine if the benchmarks or summative SMART goals are not showing progress. If the district is not meeting goals based on this evaluation data, Lamesa ISD will take into consideration the recommendations of stakeholders and training providers to determine the best way to modify the program. This method will ensure sustainability, as well as, long-term support towards the program.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

As per 2016-2017 TAPR report, the district enrollment is at 2,006 and falls between 1,000-4,999 student enrollment which enables the district to receive the 3 additional priority points. With the student enrollment being so low and the remote location of the district, it is very difficult to employ qualified principals. Therefore, during the grant funding period Lamesa ISD will provide participating staff members with on-going support from effective mentor principals/school leaders who will ensure the participants are exposed to substantial leadership opportunities (Assurance 4).

These mentors, in collaboration with the partnering EPP and school district, assure that the recruited participants will be provided with:

- Rigorous clinical learning in an authentic school setting (i.e. on the campus);
- Substantial leadership responsibility (i.e. the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning and will take part in curriculum, student behavior, budget, and campus facility decision-making);
- The skills necessary to facilitate stakeholders' efforts to build a collaborative team within the school. Thus, improving instructional practice, student achievement, and the school culture (i.e. tuition and fees plus book that are needed to take the EPP courses); and
- The skills necessary to produce effective professional development (Program Requirement 1).

Moreover, to ensure all the participating residents, the mentor principals, and an EPP representative are all on the same page and properly trained, they will attend a conference held by TEA. This conference, Principal Preparation Summer Institute, will be held on or around June 6-8, 2018, (ESC Principal Institute and TEA Summer Institute Assurance 5).

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Lamesa ISD will develop a systematic and informed targeted recruitment and selection process to ensure that the most qualified and deserving staff members are selected to participate in principal residencies (Program Requirement 2). The recruitment and selection process will be based off the following criteria:

- If the applicant already has a principal certification in the state of Texas (Assurance 3);
- How well the applicant's students have performed academically (student's state exams, student's report cards, benchmarks, etc.);
- How strong the applicant's interpersonal leadership is;
- The applicant's mindset on the importance of increasing the number of certified principals; and
- How well the applicant mirrors the student population.

Lamesa ISD will work collaboratively with an Educator Preparation Program (EPP) to affirm equitable access to all teachers that wish to participate in the program, while still emphasizing the importance of recruiting diverse participants. This recruitment process will ensure high-quality individuals are selected, as well as, ensure quality in the future principal pool.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Prior to submitting the Principal Preparation Grant, Lamesa ISD contacted their local Region Center 4 multiple times. During these discussions with the Region Center 4, Lamesa ISD requested the following items for the Principal Preparation Grant: Scope and sequence; Topics that will be discussed; and Reading/textbooks that will be required (Program Requirement 3). These items are discussed extensively within the document attached to the grant labeled "Appendix A".

Additionally, these discussions also included some of the items that participants will be provided. These include but are not limited to: In-person and on-site coaching and evaluation with a minimum of three visits per year; Evidence-based coursework; Opportunities to practice and be evaluated in a school setting; and Once complete, a principal certification (Assurance 2).

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

As referenced above, Lamesa ISD communicated with the Region Center 4 extensively in preparation for the grant. During these discussions with the EPP, Lamesa ISD requested the following items for the Principal Preparation Grant: Instructional coaching protocols that will be utilized; Tools used to identify the highest leverage action steps for the principal resident; and The Protocol that the EPP uses to conduct feedback sessions (Program Requirement 4). These items are elaborated on within the document attached to the grant labeled "Appendix A".

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities ☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost

Amount Budgeted

1.	Professional development/curriculum for residents	38,600
2.	Substitute costs for resident teachers	1,600
3.	Stipends for principal mentors	4,000
4.	Certification exam costs for residents	1,000
5.	Travel for residents for EPP training or coaching purposes	1,600
6.	TAC Consultant	5,009
7.	Indirect Cost	191
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Total grant award requested

FA # SAS #

2018-2019 Principal Preparation Grant Program

APPENDIX A

Principal Certification

LEAD
THE NEXT
GENERATION.

PROGRAM SUMMARY

The INSPIRE TEXAS Principal Certification Program by Region 4 provides flexible yet comprehensive training to meet the specific needs of future principals. Upon successful completion of all program requirements, you will be eligible for the standard principal certificate. The program offers a complete online training format (Blackboard®) and a 12-month supervised practicum where you may be eligible for a 1-year intern principal certificate.

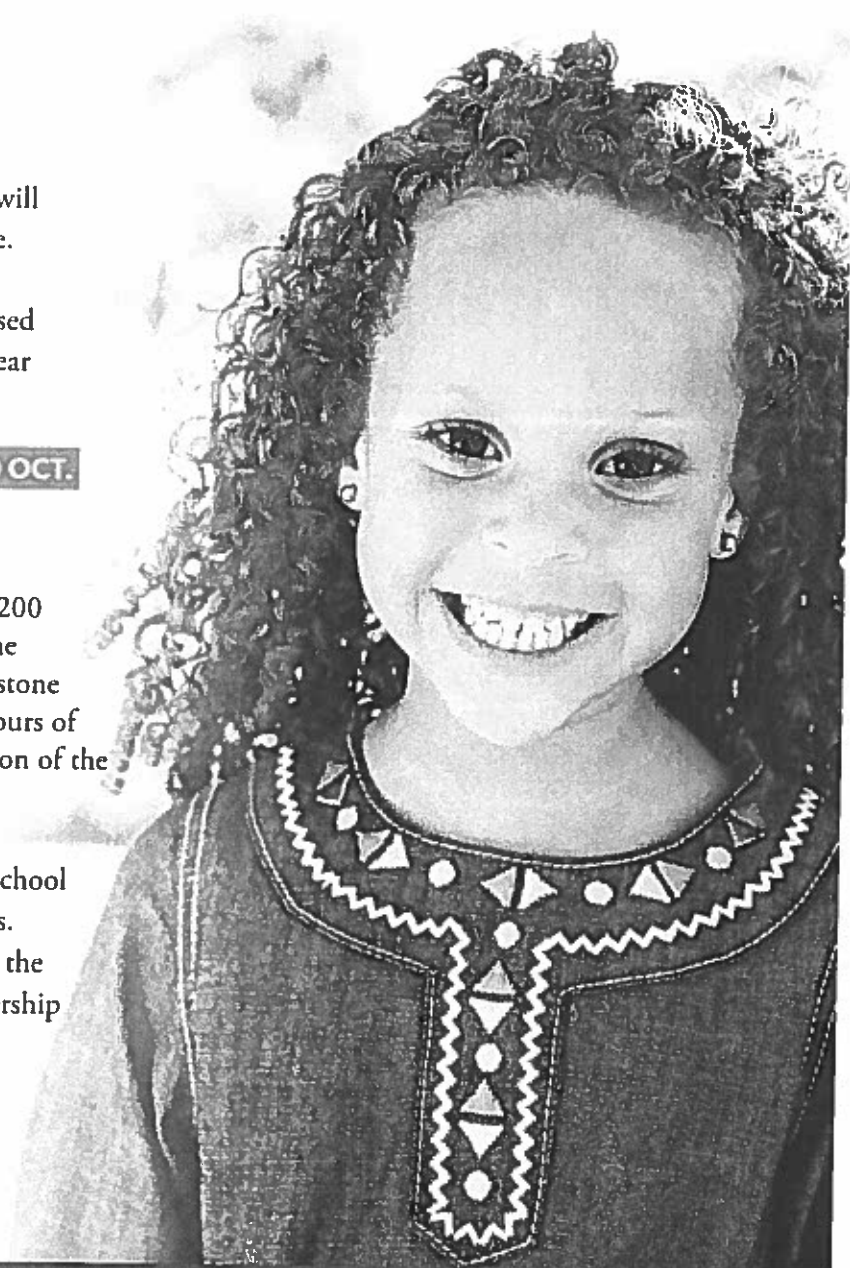
CLASSES BEGIN IN JAN., APRIL, JUNE, AND OCT.

PROGRAM IMPLEMENTATION

Each principal intern completes approximately 200 hours of program training, which includes online coursework, collaboration with peers, and a capstone project. Concurrently, interns document 160 hours of leadership experience under the practicum portion of the internship.

Practicums can be completed at any accredited school district, charter school, or private school in Texas. Training and practice are integrated by allowing the intern to apply coursework knowledge and leadership experiences in the school setting.


**REQUIRES: MASTER'S DEGREE, VALID
TEACHER CERTIFICATE, AT LEAST
2 YEARS OF TEACHING EXPERIENCE, AND
DEMONSTRATED LEADERSHIP SKILLS**



100% Online, Statewide.



INSPIRE TEXAS
EDUCATOR CERTIFICATION BY REGION 4

 region 4

Principal Certification

APPLICANT REQUIREMENTS

- Master's degree or other advanced degree with a minimum 3.0 GPA from a regionally accredited institution of higher education or an institution acceptable under the standards set for foreign universities

Note: You may apply and begin your principal certification training during the last semester of course work leading to the completion of a master's degree.

- Valid teacher certificate
- At least 2 years of successful teaching experience listed on service record
- Demonstrated leadership skills in professional and community activities
- Approval from a certified school counselor to serve as your mentor/site supervisor (Mentors must have 3 years of experience as a school principal)

ADMISSION PROCESS

Complete an online application at INSPIRETEXAS.NET and submit the following documents at least 15 days prior to the application deadline.

- Official transcripts in sealed envelopes or sent directly from colleges/universities (Submit transcripts electronically to info@inspiretexas.net)
- Copy of valid teacher certificate
- Certified or notarized copy of service record indicating a minimum of 2 years of credible teaching experience
- Letter of reference and support from campus principal or supervisor (if current position is not campus based) on school or school district letterhead

APPLICATION DEADLINE: SEE INSPIRETEXAS.NET FOR DUE DATES

PROGRAM FEES

You have the flexibility to pay your principal training fee of \$5,300 in 12 installments. Fees include online courses, field supervision, and other program-related costs.

ADDITIONAL COSTS

- Application fee (\$95)
- Textbook costs and fees for materials related to course work and training
- Cost of Principal TExES exam #068 in last semester of internship (\$131)(Valid until Dec 2018)
- Application fee for intern principal certificate (\$78—if required for position) Application fee for standard principal certificate (\$78)

(All program fees are subject to change without notice.)

INSPIRETEXAS.NET | 713.744.6323 | INFO@INSPIRETEXAS.NET

SCOPE AND SEQUENCE

Texas Administrative Code

Next Rule>>

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 241 PRINCIPAL CERTIFICATE

RULE §241.15 Standards Required for the Principal Certificate

(a) **Principal Certificate Standards.** The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) **Learner-Centered Values and Ethics of Leadership.** A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

(2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

(3) model and promote the continuous and appropriate development of all learners in the campus community;

(4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and

(5) articulate the importance of education in a free democratic society.

(c) **Learner-Centered Leadership and Campus Culture.** A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

(1) create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

(2) ensure that parents and other members of the community are an integral part of the campus culture;

(3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

(4) respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;

(5) use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;

(6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;

(7) facilitate the collaborative development of a plan in which objectives and strategies to

implement the campus vision are clearly articulated;

(8) align financial, human, and material resources to support the implementation of the campus vision;

(9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

(10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and

(11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

(d) Learner-Centered Human Resources Leadership and Management. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:

(1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;

(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;

(3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;

(4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;

(5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;

(6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and

(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

(e) Learner-Centered Communications and Community Relations. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

(1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;

(2) use effective conflict management and group consensus building skills;

(3) implement effective strategies to systematically gather input from all campus stakeholders;

(4) develop and implement strategies for effective internal and external communications;

(5) develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;

(6) provide varied and meaningful opportunities for parents to be engaged in the education of their children;

(7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and

(8) respond to pertinent political, social, and economic issues that exist in the internal and

external environment.

(f) Learner-Centered Organizational Leadership and Management. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (2) gather and organize information from a variety of sources for use in creative and effective campus decision making;
- (3) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (4) develop, implement, and evaluate change processes for organizational effectiveness;
- (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;
- (8) collaboratively plan and effectively manage the campus budget;
- (9) use technology to enhance school management; and
- (10) use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

(g) Learner-Centered Curriculum Planning and Development. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

- (1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;
- (2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;
- (3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and
- (5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.

(h) Learner-Centered Instructional Leadership and Management. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

- (1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;
- (2) facilitate the implementation of sound, research-based instructional strategies, decisions,

and programs in which multiple opportunities to learn and be successful are available to all students;

(3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);

(4) use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;

(5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;

(6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;

(7) facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and

(8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

Source Note: The provisions of this §241.15 adopted to be effective March 14, 1999, 24 TexReg 1616; amended to be effective June 10, 2001, 26 TexReg 3929; amended to be effective October 25, 2009, 34 TexReg 7200

REGION 4 PRINCIPAL CERTIFICATION PROGRAM PROGRAM PARTICIPATION AGREEMENT

I understand that I am participating in a principal preparation and certification program sponsored by Region 4 ESC. I recognize that during the program, I am subject to the rules, regulations and policies of the program and other school partners. I recognize that I represent my school, school district and Region 4 during the program; I will not exhibit any behavior that will adversely affect the image of the program sponsor or partners.

I understand that by accepting admission to the Region 4 Principal Program, I am making a personal *commitment* of time, energy and other resources for the duration of the program. I am committed to making program assignments and expectations a top priority for the duration of the program. The following are among my basic responsibilities as a participant of the Region 4 Principal Program.

- Be on time and meet all course and/or seminar attendance and class requirements.
- Advise the cohort group instructor *in advance* of any unavoidable absence.
- Present all class assignments on time and in a professional manner. These include, but are not limited to, anecdotal records and reflections, personal portfolio, and requirements of the Professional Proficiency and Certification Plan (PPCP). The more I invest - the more I will gain!
- Meet with the Region 4 Program Mentor/Supervisor as scheduled and use other methods of communication to keep this person informed of progress.
- Meet my district's performance expectations for my position and internship assignments.
- Attend practice test/or seminars as may be required by the district and Region 4.
- Attend sessions directly related to the school principalship as outlined in the PPCP and the Internship Handbook.
- Seek consistent counsel and contact with the mentors, intern supervisors and cohort instructors for full advantage of their expertise and to seek opportunities for expanding knowledge and experience.
- Communicate on a regular basis with the support team to share accomplishments and concerns; clarify questions/concerns; report progress in the internship; and clarify program requirements.

I further understand that my program performance will be graded in the traditional manner and/or by a Region 4 Program Rubric. I agree that if my performance, conduct and/or professional attitude toward this program fall below stated expectations, I will be subject to program sanctions or dismissal.

I have read this agreement. The nature, scope and required guidelines of the program have been explained to me. Program Handbook(s) have/will be given to me (located in your Region 4 account). I agree to abide by the program expectations as presented.

Printed Name: _____

Signature: _____ Date: _____

Principal Program Book List

DuFour, R. (2005). *On Common Ground: The Power of Professional Learning Communities*.
Bloomington, Ind.: National Educational Service.
ISBN: 1-932127-42-9

Kemerer, F., & Walsh, J. (2014). *The Educator's Guide to Texas School Law (8th Edition.)*. Austin:
University of Texas Press.
ISBN: 978-0-292-760844

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School Leadership That Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.
ISBN: 978-1-4166-0227-9

Sherman, R., & Mixon, J. R. (2009). *The Principal's Companion: A Workbook for Future School Leaders*.
Lanham, Md: University Press of America.
ISBN-13: 9780761846642

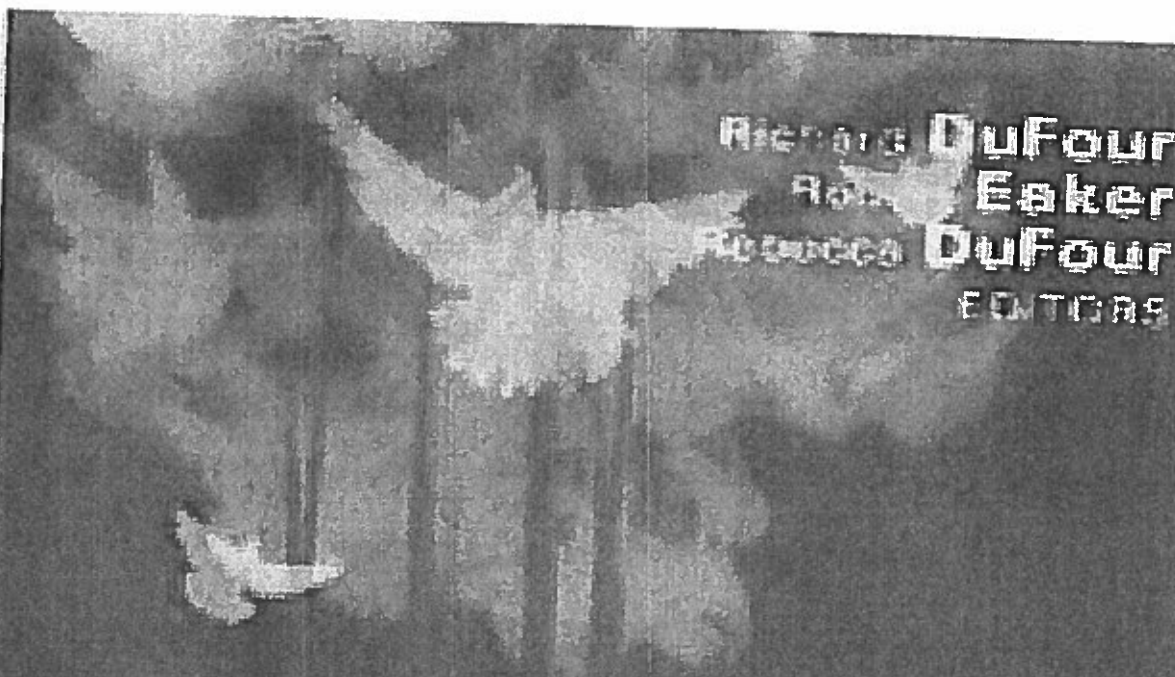
Wilmore, E. L. (2013). *Passing the Principal TExES Exam: Keys to Certification & School Leadership*.
ISBN: 978-1-4522-8601-3

Wilmore, E. L. (2015). *Passing the Principal TExES Exam: Practice tests for Success*. Thousand Oaks,
Calif: Corwin.
ISBN: 978-1-4833-1936-0

Candidates may purchase either new or used books, as long as they are the specified editions. Books may be purchased at bookstores, amazon.com, barnesandnoble.com, textbooks.com, campusbooks.com, etc. **Region 4 ESC does not sell the books nor are we affiliated with or recommend any specific bookstore/seller.**

- All payments for the Region 4 program must be paid in full or through an installment plan.
- Instructors and site facilitators are not authorized to accept payments.
- Textbook costs are not included in registration fees and prices may vary.

For additional information, please send your questions to SOEProfessional@inspiretexas.net

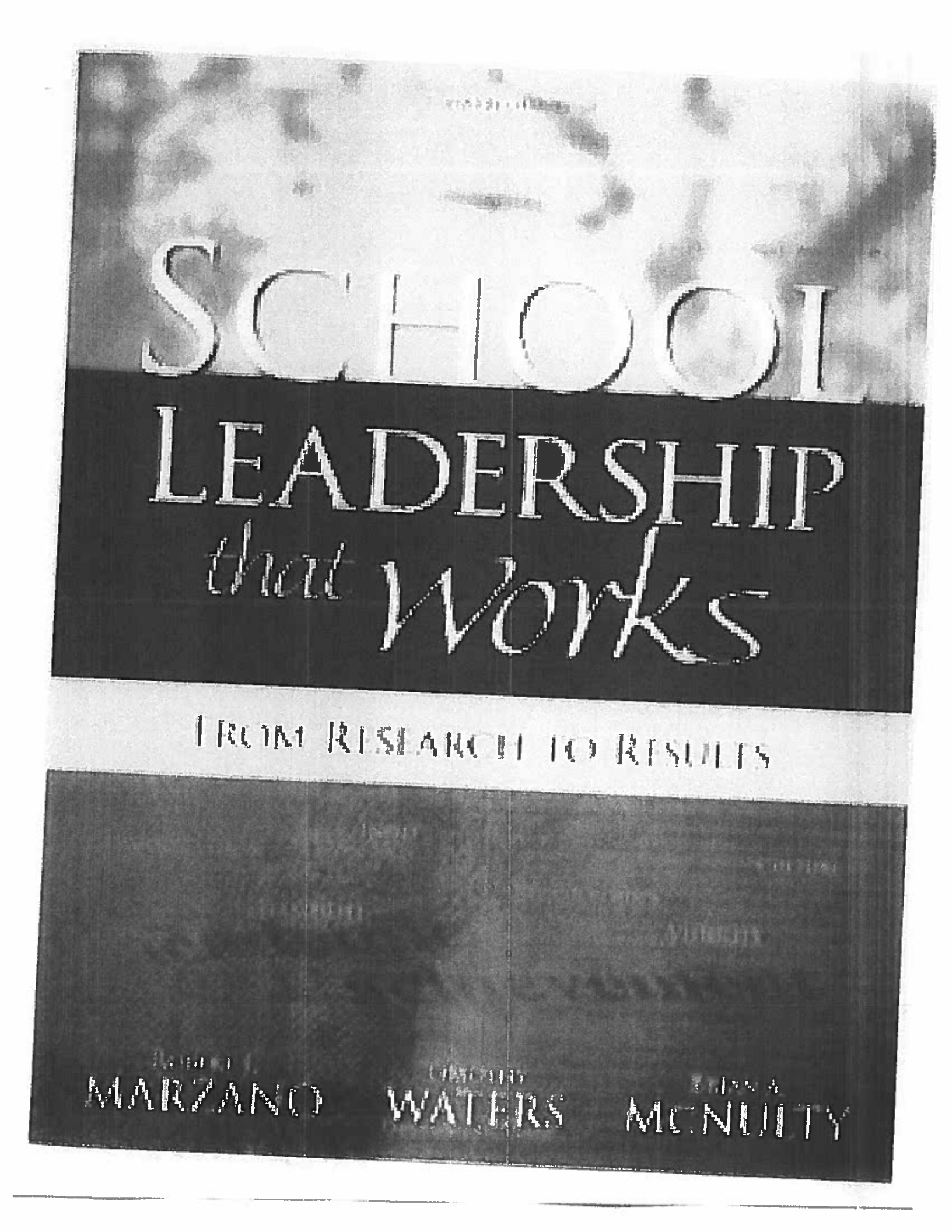


Richard DuFour
Robert Eaker
Frances DuFour
EDITORS

ON COMMON GROUND

The Power of
Professional Learning Communities

Richard Barth
Richard DuFour
Richard DuFour
Robert Eaker
Frances Eaker-Viehl
Michael Fellen
Lawrence Loeferle
Douglas Reeves
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SCHOOL

LEADERSHIP
that works

FROM RESEARCH TO RESULTS

ROBERT J.
MARZANO

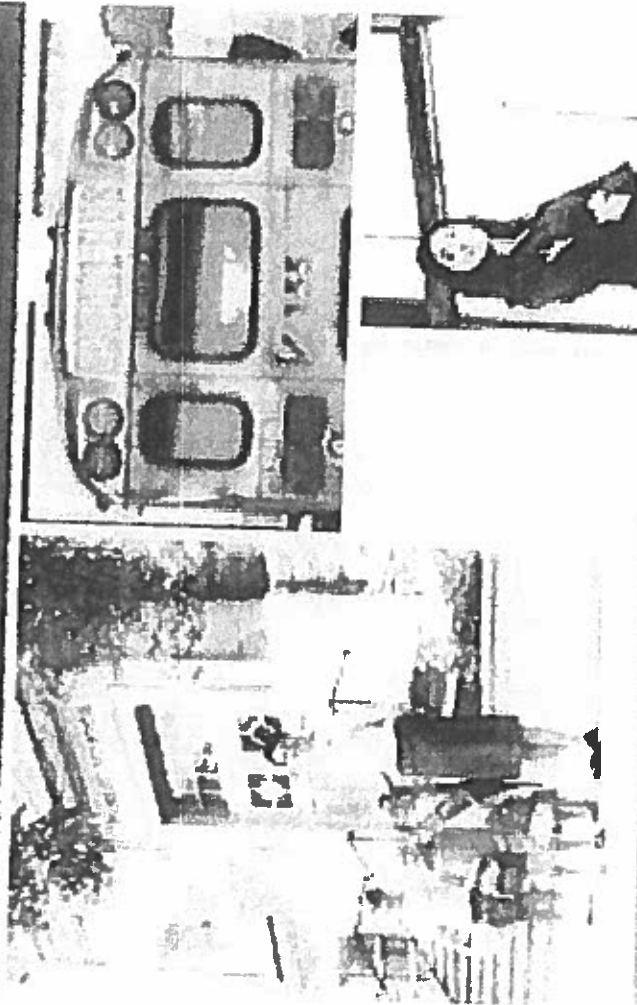
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THE PRINCIPAL'S COMPANION

A Workbook for Future School Leaders

THIRD EDITION



ROSS SHERMAN
AND JASON R. MIXON

Illustrations by: The Authors' Daughter

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Educator's
Guide to
TEXAS
SCHOOL LAW

Jim Walsh, Frank Kemmerer, and Laurie Manion

EIGHTH EDITION

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Passing the Principal TEXES Exam

2
EDITION

*Keys to Certification
& School Leadership*

Elaine L. Wilmore

*Foreword by
Diane Patrick*

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Passing the Principal

TEXES

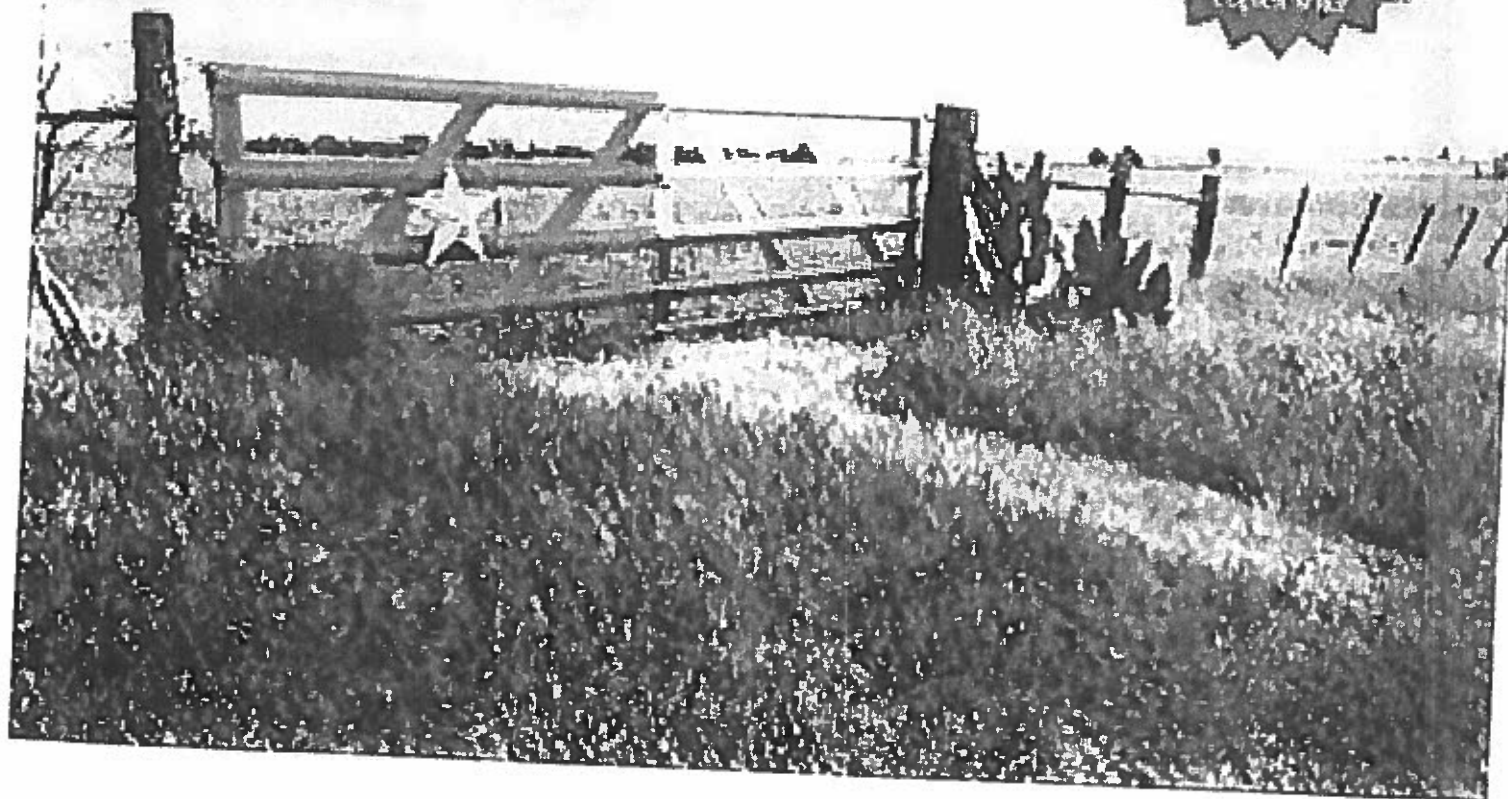
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268 Principal Key Resource List

The list of resources below is intended to provide tools to help preparation programs and candidates understand the focus of the Principal (268) assessment. This resource list is not intended to be an exhaustive list of resources for the assessment. Rather, the list is representative of sources that will be useful during preparation. The Principal (268) preparation manual will include a complete list of preparation resources.

Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improved Instruction*. San Francisco: John Wiley & Sons, 2010.

---. *Get Better Faster: A 90-Day Plan for Coaching Teachers*. San Francisco: John Wiley & Sons, 2012.

---. *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons, 2013.

Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, 2016.

Lemov, Doug. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. Jossey-Bass, 2010.

Love, Nancy B., Katherine E. Stiles, Susan E. Mundry, and Kathryn DiRanna, editors. *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Corwin Press, 2008.

Marshall, Kim. *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*. 2nd ed. Jossey-Bass, 2013.

Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd ed. McGraw-Hill Education, 2012.

Stone, Douglass, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. 10th anniversary ed. Penguin Books, 2010.

Texas Education Agency. *Texas Teacher Evaluation & Support System (T-TESS)*, 2016.

Texas Education Agency. *Texas Principal Evaluation & Support System (T-PESS)*, 2016.

Villegas, Ana María, and Tamara Lucas. *Educating Culturally Responsive Teachers: A Coherent Approach*. State University of New York Press, 2002.

Web sites

Association for Supervision and Curriculum Development (ASCD). www.ascd.org.

National Center for Education Statistics (NCES). www.nces.ed.gov.

Texas Constitution and Statutes. www.statutes.legis.state.tx.us.

The Wallace Foundation. www.wallacefoundation.org.

HIGHEST LEVERAGE ACTION STEPS

INSPIRE Texas Certification by Region 4 Education Service Center

Professional Proficiency and Certification Plan (PPCP) Activity Log

Please submit a final log of the "on the job" activities related to building leadership activities. The log should contain the date, and hours aligned with administrative responsibilities. Your log should include a variety of activities related to the principal's role. Please ensure that some of your hours relate to the role of the leader in improving student achievement and school climate.

Limit hours related to duty supervision (no more than 15% of total internship hours). Your total hours should equal a minimum of 160 clock hours. This form can be located in your INSPIRE Texas Candidate Account under forms at

https://www.escweb.net/tx_acp/acpapplication/loginform.aspx?ReturnUrl=/tx_acp/acpapplication/Default.aspx?ProgramType=Principalship&ProgramType=Principalship

Field Supervisors will require periodic log reports for monitoring and assisting you with future growth opportunities. Field Supervisors can also use the logs to monitor candidates' needs and assist them in designing comprehensive growth plans.

The log of internship activities serves to assist the candidates with tracking their daily activities as they relate to educational leadership that positively affects school culture and promotes student learning.

The log may also include other duties, opportunities and experiences that the intern and mentor believe are significant to the intern's preparation for his/her current position, next career goal or in preparation for the Principal TExES Exam. This is an opportunity to identify assignments and experiences that are not part of the intern's current assignment or in the PPCP, but are significant to the intern's total program and preparation.

Internship Information

Intern Name: _____

Campus of Internship: _____ Dates of Internship: _____

Mentor Name: _____

Campus Principal: _____

Domain I – School Community Leadership

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Page 2 of 9

Domain I – School Community Leadership

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Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Page 3 of 9

Domain II – Instructional Leadership

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency: 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 305

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

Page 4 of 9

Domain II – Instructional Leadership

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

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The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

Page 5 of 9

Domain III- Administrative Leadership

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Page 6 of 9

Domain III- Administrative Leadership

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Page 7 of 9

Documentation Component			
Other Internship Activities/Additional Opportunities			
Date	Total Time	Principal Competency	Description of Activity
Total Time			Total number of hours must be a minimum of 160 clock hours by the end of the internship.

The PPCP should be considered a "working document". It may be modified at any time in the best interest of the intern. The intern's progress and needs in relation to the PPCP will be evaluated a minimum of two times during campus visit 2 and 3 by all parties.

Please sign and submit electronically to your field supervisor in PDF format upon completion of all activities.

I certify that, to the best of my knowledge, the intern has completed all of the listed activities. Within each of the activities identified incorporate your professional/ethical obligation for its implementation.

INTERN SIGNATURE: _____ DATE: _____

CAMPUS MENTOR SIGNATURE: _____ DATE: _____

CAMPUS PRINCIPAL SIGNATURE (if different from mentor) _____

Region 4 Education Service Center
ISO 9001:2008 QMS



COURSE SYLLABUS



INSPIRE TEXAS
EDUCATION LEADERSHIP & INNOVATION

Program Syllabus

Course		Instructor	
Title	Principal Preparation	Name	
Cycle		Telephone	
		Email	
Virtual Office Hours		Skype	

Prerequisites	
Textbook(s) Required	<i>See book lists</i>
Textbooks(s) Recommended	<i>Publication Manual of the American Psychological Association 6th ed. (2010) Washington, DC: American Psychological Association. ISBN 1433805618.</i>
Course Description	This course provides an overview of the administrative role in educational settings, examines organizational theories and concepts, and develops skills in conceptual areas of school administration with particular emphasis on managing limited resources.

Blackboard	Student internet access is essential since the features of Blackboard will be used extensively throughout the course. The course requires reading, study and the completion of weekly online assignments.

Course Objectives/Learner Outcomes

DOMAIN I—SCHOOL CULTURE (School and Community Leadership)

- Competency 001

The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

- Competency 002

The beginning principal knows how to work with stakeholders as key partners to support student learning.

DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)

- **Competency 003**

The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- **Competency 004**

The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

DOMAIN III—HUMAN CAPITAL (Human Resource Management)

- **Competency 005**

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- **Competency 006**

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

DOMAIN III—HUMAN CAPITAL (Human Resource Management)

- **Competency 005**

The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- **Competency 006**

The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)

- **Competency 007**

The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

- **Competency 008**

The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

- **Competency 009**

The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

- **Competency 010**

The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

- **Competency 011**

The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Major Assignments

- Capstone project
- A research paper related to leadership and management (Chapters 1-10) will be required during the course. (Six to eight pages—may include tables or charts). Rubric for paper is found in Blackboard.
- Students will participate in online Discussion Board sessions. The topics for these small group discussions are found in Course Documents, as well as with each Discussion Board.
- Assignments: (1) Completion Val-Ed (Vanderbilt Assessment of Leadership in Education) and a reflection on the results from your point of view. (2) Preparation of sample questions to ask at an interview for an assistant principal. “Listen fors” should also be given for each question.
- Three short papers are required as part of the course as follows:
 1. Analysis of decision-making strategies a principal might use
 2. One visit to a school board meeting (3-4 page report)
 3. Self-reflection of one’s social emotional skills and leadership

Criteria for Grading Written Work

- Addresses the topic with accuracy and insight
- Follows directions
- Presents material in a clear and logical manner
- Makes pertinent references to text and other readings
- Gives evidence of ability to synthesize information from various sources to

support the topic	
<ul style="list-style-type: none"> • Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly. • Is on time. Late work usually results in grade reduction. 	
Suggested Grading Guidelines:	
• Capstone	30%
• Research Paper	20%
• Short reports (3@5% each)	15%
• Discussion Boards	15%
• Book Review	15%
• Portfolio Participation	5%
Total	100%
Student Learner Expectations	
<p><u>Participation</u> – Students will be expected to do the readings, review the power points, go to one school board meeting, write a research paper, compose five short papers, take a midterm and final exam online and participate in ten online discussion boards. Please email the instructor in advance if you have a problem and must be late for an assignment.</p>	

Summative Assessment & Course Grade Policy
<p>While the main emphasis for this course is on formative assessment, a Final CAPSTONE Plan summative assessment (that is part of the final course grade) will be given at the end of the course.</p> <p>The final course grade will be determined by your progress on the final CAPSTONE Plan, measured by comparing the CAPSTONE Sections' Formative Assessments to the Final CAPSTONE Plan Summative Assessment, and your effort throughout the course.</p> <p>Summative Progress: Summative progress is defined by areas identified on the Summative Assessment Feedback Form. The Final CAPSTONE Plan Summative Assessment Feedback Form is the same form that is used for the CAPSTONE Sections Formative Assessment Feedback. By the time you have reached the summative assessment stage of the course, you will have received detailed formative assessment feedback on multiple assessments. Of particular importance, you will have received formative feedback assessment on each section of the CAPSTONE Plan that makes up the Final CAPSTONE Plan. The CAPSTONE Sections' Formative Feedback Assessment Form includes the same items used for the Summative Assessment feedback of the Final CAPSTONE Plan. Your final summative progress rating will be based on the progress you demonstrate from your CAPSTONE draft sections to your Final CAPSTONE Plan. See details below.</p> <p>Progress on your Final CAPSTONE Plan with Facilitated Discussion will be rated as "Proficient", "Improved but Developing," or "Not Improved." Indicators of each rating are detailed below.</p>

- To achieve a **“Proficient”** rating, all of the items outlined in the CAPSTONE sections’ Formative Assessments must be completely addressed in the final CAPSTONE Plan. The CAPSTONE Sections Formative Assessments and CAPSTONE Plan Summative Assessment will be compared to determine that all items have been addressed. See BB for CAPSTONE Plan Formative/Summative Assessments.
- To achieve an **“Improved but Developing”** rating, many, but not all, of the items outlined in the CAPSTONE sections’ Formative Assessments are satisfactorily addressed in the Final CAPSTONE Plan. The CAPSTONE Sections Formative Assessments will be compared with the Summative Assessment to identify the items that have improved.
- A **“Not Improved”** rating is earned if any of the following characteristics are present:
 - Professor feedback on previous CAPSTONE sections Formative Assessments have not been incorporated into the Final CAPSTONE Plan.
 - Source materials are not scholarly, peer reviewed journal articles. This includes Internet sources that are not scholarly, peer reviewed journals. Be aware that while many professional organizations include useful material on their websites, these sources are not the same as peer reviewed journal articles. This type of information may be used as background information, but do not count as scholarly, peer reviewed work.

Effort: Effort relates to the entire course and is defined as completing all work (including surveys, quizzes, written assignments, and any other activities listed in the syllabus), submitting work on time, making meaningful contributions to the learning community (through group review and peer review), attending to and integrating professor feedback into future assignments, and demonstrating conscientiousness in one’s work (e.g., by following instructions, proofreading, etc.). **Effort is evaluated as “full effort” or “lack effort” rating.**

- To earn a **“full effort”** rating, you must complete all work, submit work on time (no more than one late submission) and participate in all learning community activities/team meetings.
- Any missing assignments or activities or more than one late assignment will result in “lack effort” rating with zero credit. **Earning a “lack effort” rating will result in a course grade of F, regardless of the rating on your final capstone CAPSTONE Plan summative assessment.**
- **If you earn a failing grade, you may retake the course. The grade you receive when you retake the course will replace the failing grade on your transcript and GPA calculation. Remember that this course is a core course. Any grade below a B requires that the course must be retaken. See the *Graduate Catalog* for details.**

FINAL COURSE GRADE DETERMINATION

Final CAPSTONE Plan Rating + Effort = Course Grade

Proficient + Full effort = A

Improved but Developing + Full effort = B

Not Improved + Full effort = F

Proficient + Lack effort = F

Improved but Developing + Lack effort = F
Not Improved + Lack effort = F

As you can see, it is essential that you put effort into the course. Even if you begin the course as a Proficient writer, you can further develop your skills, so it is important to complete all tasks and put forth effort into the course. Conversely, it is extremely rare that a student will earn full credit for effort but make no progress. If this appears to be the direction a student is heading, the professor will discuss resources and options with the student prior to the final graded assessment.

Assessments (See BB for detailed descriptions). Note: Assessments are visually designated by using a blue title and icon.

A variety of assessments are used to evaluate your progress in the course. Assessments are linked to course objectives and student learning outcomes, and earlier assessments support subsequent assessments. Furthermore, the assessments are designed to reflect the kinds of writing that you will be likely to do in future coursework and in your professional career. Clear criteria for evaluating your performance are provided with each assessment and included as part of the Formative Feedback Form for each assessment.

Due dates are posted on the Blackboard Course Calendar.

- **Team Assessments:** Team activities and assessments will occur during the first half of the course.
 - DB: Meet and Greet
 - DB: Ethics in Research Team Information and Rules
 - DB: Ethics in Research Facilitated Discussion (Ppt)
 - DB: AR Project Team Survey Feedback
 - DB: AR Team Project – Team Member Names & Project Info
 - DB: AR Team Project Report and accompanying documents
 - Team Member Assessment (for professor only)
- **Individual Research Assessments**
 - DB: Individual CAPSTONE Project Preparation
 - DB: Individual CAPSTONE – Find a Research Buddy
 - DB: CAPSTONE Study – Revise draft - Issue, Purpose, Questions, Hypotheses
 - DB: Applying AR Steps – A Review – Post and Reply
 - DB: Individual CAPSTONE Study – Step 1 – Pre-step, Context, and Purpose - Purpose and Literature Review ppt draft – peer and professor review
 - DB: Individual CAPSTONE Study – Step 2 Planning – Methods ppt draft - peer review
 - DB: Individual CAPSTONE Study – Step 2 Planning – Methods ppt final draft – Professor review
 - Research Buddy Assessment (for professor only)
 - DB: Individual CAPSTONE Study – Step 2 Planning – CAPSTONE Plan draft – peer review
 - DB: Final CAPSTONE Plan - with Summative rating

Student Accommodations

Student Disability – If you have a documented disability that will impact your work in this class, please contact the instructor to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker

Center. This office can be reached at 713-525-6953 or 3162.

INSTRUCTIONAL COACHING PROTOCOLS

**School Principal
Sample
Practicum/Internship
Field Experiences**

Professional Learning

- Plan and conduct professional learning sessions for teachers; analyze feedback.
- Facilitate text-based discussion using appropriate protocols with a group of adults.
- Assess professional learning needs and interests of teachers and staff. Develop recommendations in line with the school's vision and instructional focuses.
- Take a lead role in recruiting, interviewing, and hiring teachers or other staff members.
- Using district appraisal system, formally assess teachers. Hold pre and post-observation conferences.
- Attend principal/employee conferences as an observer (if permission is given by the employee).
- Take a lead role in developing a growth plan for a struggling teacher or other staff member.
- With the principal's guidance and approval, write a memorandum for the record to a staff member. Be present during the meeting at which the letter is delivered.

Professional Learning Community, School Climate, and Culture

- Conduct faculty meetings incorporating best practices in adult learning and facilitative leadership (use CFG Protocols if appropriate).
- Work with at least one department for an extended period of time. Met regularly with the department chair and assist in facilitating team meetings. Identify and leverage district resources available to support the department.
- Conduct frequent walk-throughs and provide timely, specific feedback.
- Conduct a school climate survey and/or needs assessment (teachers, staff, parents, students, community members). Meet with a team of stakeholders to discuss the results and design appropriate responses/action plan.
- Mediate a conflict between adults, or adults and students.
- Find out how the school celebrates and acknowledges its individual members. Design and implement, with input from teachers and staff, a celebration or gesture of appreciation.
- Identify and implement a "great idea" suggested by teachers, students, or staff that solves a problem related to the school's vision.

Curriculum, Instruction, and Assessment

- Collaborate with new/veteran teachers to design lessons, and observe as teachers conduct lessons. Conduct post-observation conferences during which you provide teachers an opportunity for reflection.

- Become proficient in navigating district data management systems. Generate appropriate reports to analyze school wide academic issues, and coordinate data-driven planning with teachers and administrators.
- Work with the testing coordinator to design the testing and monitoring schedule.
- Facilitate the work of a content team to design common formative assessments aligned with local and state standards. Analyze the results and agree on intervention/reteaching strategies.
- Master the instructional use of multi-media tools or programs unfamiliar to you. Introduce them to teachers/staff.
- Help design the master schedule.
- Understand and be able to explain the various versions of national, state, and local assessments.
- Understand and be able to explain the current national and state accountability systems.
- Identify and show evidence of research-based instructional practices being used on campus.
- Understand the implications of Response to Intervention (RTI).
- Analyze student data and help design an appropriate plan of action.

Student Support Services

- Work with the special education department chair to develop an understanding of required documentation and procedures for special education.
- Participate in/observe pre-ARD/staffing and ARD meetings.
- Attend LPAC Committee meetings and become familiar with required documentation and procedures.
- Learn the district processes associated with managing special education and ELL populations.
- Identify a student at risk of dropping out. Gather information about the student's situation, then work with the student and adults in his/her life to identify and implement appropriate interventions.
- Mediate conflicts with students.
- Attend a variety of extracurricular activities; interact with students, staff, and parents.
- Participate in the process of removing a student to a Disciplinary Alternative Educational Program (DAEP), and reinstating a student returning from a DAEP, inclusive of a Manifestation ARD.
- Understand/monitor the process for new student admissions and/or withdrawals.
- Attend gang prevention meetings/trainings.

Parent and Community Relations

- Conduct parent/teacher conferences.
- Attend PTA/PTO/PTSA/VIPS meetings.
- Speak to community members at an event outside school hours.
- Walk the neighborhood to meet community stakeholders to assess their interests and concerns.

- Work with a team to plan and implement an effort to create new parent or community partnerships or enhance existing ones to further the school's vision.
- Work with a team to plan and implement an effort to improve communication with parents and/or the wider community.
- Make a home visit with appropriate social service personnel.

Management and Resource Allocation

- Evaluate how attendance records are maintained.
- Participate in budget planning meetings at the school, region, and district level.
- Understand district HR systems.
- Write a grant proposal, with input from teachers and staff, to meet a need identified in the campus improvement plan.
- Understand the process for ordering materials and supplies.
- With a team, review the school's emergency procedures and assess areas for improvement.
- Attend school board meetings.
- Shadow the plant operator and custodial staff to discuss their perspectives on the challenges facing the physical plant.
- Work with the designated administrator to handle an emergency repair to the building.
- Work with the person responsible for campus inventory and understand how to conduct an audit, procedures for shortages, theft, and mysterious disappearances.
- Assist in textbook procurement, inventory, and distribution.
- Shadow the school's food service manager.

Leadership and Decision-Making

- Have conversations with the principal about ethical dilemmas.
- Represent the principal as his/her designee at a feeder pattern, regional, or district office meeting.
- Represent the principal as the administrator on the campus during his/her absence.
- Learn what the district policy is regarding complaints and grievances. Attend a grievance meeting with permission from involved parties.
- Conduct an investigation of an alleged infraction of professional standards.
- Conduct a focus group with a diverse group of students about issues of ethics and character facing them. Discuss your findings with the principal and design appropriate/action plan.
- Conduct an investigation of alleged student misconduct at Level III or above.
- Observe and evaluate interactions between principal and law enforcement agents as related to campus incidents.

Campus Improvement Planning

- Participate as part of the leadership team in a process to review the school's current campus improvement plan to assess effectiveness of implementation.

- Organize data to help guide campus improvement planning and present the data to others.
- Participate as part of the Site Based Decision Making team to seek input from stakeholders and revise the campus improvement plan to align the school's vision with all aspects of the campus improvement plan.

**EVALUATION PROCESS
AND METRICS/
PROTOCOLS TO
CONDUCT FEEDBACK
SESSIONS**



Region 4 Education Service Center Principal Certification Program

Action Research Study (Internship Project) Outline

This outline is to be submitted to your internship supervisor at the first site meeting.

Intern Name: _____

Project Title and Brief Description of Study

Project Process/General Timeline/Background "Research"

Desired/Anticipated Outcome

INSPIRE TEXAS | Principal

Intern Progress Report Form

Intern Name: _____

Date of Initial Contact: _____

____ Phone ____ Email ____ Face/Face ____ Video Conference

Observation Visits- Please record date and start/end time
of each visit documented below.

Mentor Name: _____

Date and Time of Site Visit #1: _____

Date and Time of Site Visit #2: _____

Date and Time of Site Visit #3: _____

Campus: _____

District: _____

Based upon campus site visits, monthly communication, PPCP log and other activities, indicate the progress of the intern in the following areas:

Principal Standards Addressed (Check all that Apply)	Adequate Progress			Limited Progress			Not Observed		
	SV1	SV2	SV3	SV1	SV2	SV3	SV1	SV2	SV3
1. Instructional Leadership									
2. Human Capital									
3. Executive Leadership									
4. School Culture									
5. Strategic Operations									

Comments: (What are strengths or opportunities of growth observed during the site visit?)

SV1:

SV2:

SV3:

Recommendation for certification after final site visit:

☐ Certify

☐ Do Not Certify

Field Supervisor Signature _____

Date _____

Principal Signature _____

Date _____

NOTE: The field supervisor will upload this form to the INSPIRE TEXAS database and email copies to the intern and mentor after each site visit.